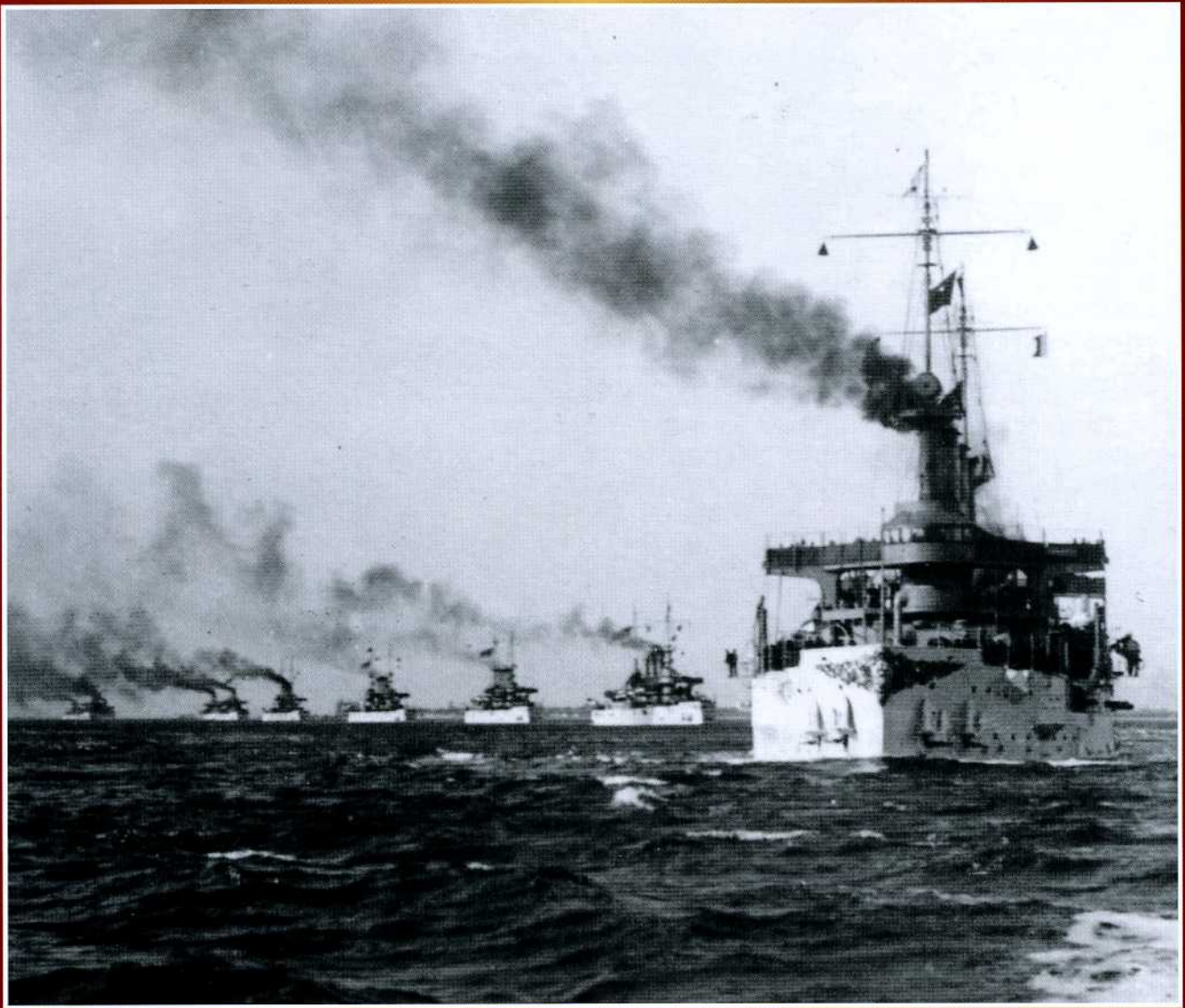


PULL TOGETHER

Newsletter of the Naval Historical Foundation



December 2007 marks the centennial of the departure of the Great White Fleet. *See article inside on p. 3.*

Navy Museum News Focus on Education! See p. 9

Also in This Issue: Rear Adm. Tobin Departs, p. 2; Great White Fleet, p. 3; Det. 206 p. 7; Navy Museum News, p. 9; Upcoming Symposia, p. 17; News in Naval History, p. 18; News from the NHC, p. 19; News from the NHF, p. 21

Farewell from the 11th Director of Naval History

As the Director of Naval History, I've been on the job for 30 months and thoroughly enjoyed "rejoining the Navy." Much has happened during my tenure at this final duty station. For openers, we consolidated the 12 major U.S. Navy museums under the Naval Historical Center and created a Director of Naval Museums with an administrative staff. This action effectively doubled the center's resources to 165 employees and a \$21 million budget.

Accommodating over 2 million visitors per year, our museums seek to tell the Navy story to America's youth with extensive outreach programs to local schools. In this edition of Pull Together, you will see examples of the types of programs we make available to students at our flagship museum here at the Washington Navy Yard.

Of course, with the construction of the Cold War Gallery, we will have even more opportunities to supplement school curricula with a series of interactive exhibits that teach not only history but also the science and technology behind the history. Again, I am grateful to Admiral Holloway and the Naval Historical Foundation who are working hard to obtain the needed funding so that we can transition to the installation phase. To those of you who recently contributed to the Foundation's year-end appeal or at other times during the year, let me assure you that your donations are appreciated and are being wisely spent.

In addition to telling our story to the public with museum exhibits, we completed several books for publications as well as monographs and documentation for key historical events. Our Early History Branch created a Great White Fleet Exhibit that is now on display in Newport, Rhode Island. Besides Dr. Winkler's facing article, you will be hearing much more about the round-the-world cruise over the next 14 months. .

Disseminating our history through exhibits and publications is just part of our mission. Preservation is job #1. Though working in old buildings provides historical ambiance, it also can be a nuisance for our people and collections. Thus we improved the appearance and functionality of our old and deteriorating buildings. We also commenced digitizing and archiving our valuable one-of-a-kind CINCPACFLT microfilm collection as well as digitizing a significant portion of our Vietnam documents. In addition, with the help of the Naval Historical Foundation, we were able to digitize hundreds of oral history tapes.

One of the reasons we were able to gain the support of Navy leadership and others for these projects is that we have leaders and friends who have taken the time to call on us. I have enjoyed conducting many behind-the-scenes tours for a wide range of guests including the Secretary of the Navy, the Chief of Naval Operations, the Navy Inspector General, the Chief Operating Officer of the Smithsonian, and CEOs and presidents of major corporations and universities.

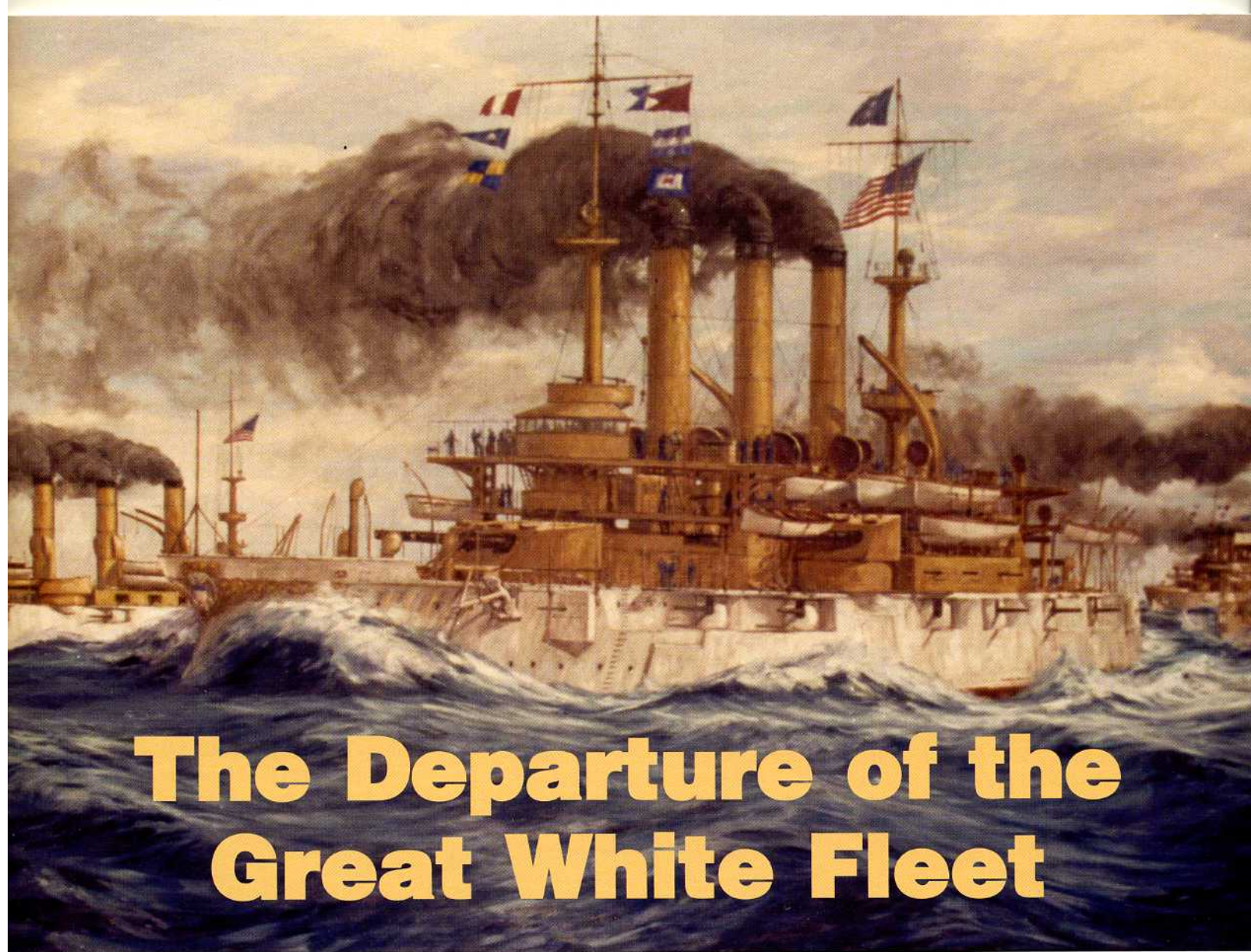
Another aspect of this job that brought me pleasure was speaking throughout the country to Navy special interest groups including the Navy League, the U.S. Naval Academy Alumni Association, several ship reunion groups, and the International Midway Memorial Foundation with activities in Hawaii and Midway Island.

But finally, what made this job so much fun was working with the dedicated civil servants and active duty personal at the Naval Historical Center, the equally dedicated staff led by Admiral Holloway at the Naval Historical Foundation, and all of you who took the time to visit the center and helped us preserve and promote our great naval heritage.

I cannot imagine a better way to finish my long association with the Navy than to have worked here at the Naval Historical Center. It has been an education and a great pleasure to be a part of this wonderful team. I will certainly maintain my interest in and support of naval history and hope you do, too.



Rear Admiral Paul E. Tobin
U.S. Navy (Ret.)



The Departure of the Great White Fleet

By David F. Winkler

NAVIES TYPICALLY attain their glory in combat. Thus the cruise of the Great White Fleet stands out as the U.S. Navy enhanced the reputation of a rising world power without firing a shot in anger. No nation, before or since, has endeavored to maneuver the bulk of its naval firepower on such a grand global scale. For perspective, it would be as if President Bush decided to deploy all of the Navy's aircraft carriers on a 14-month world sojourn.

Why did President Theodore Roosevelt dispatch the Navy on such an epic deployment?

Historians have debated this question for decades because the former president gave a different explanation to the public than he

did to private confidants. In his autobiography, Roosevelt claimed his primary motivation was to stimulate additional interest in the Navy. Historian Lori Bogle noted the cruise would demonstrate to the Japanese that the U.S. Navy could maneuver its fleet in the Pacific Ocean and "arrive battle ready." In addition, Roosevelt was attempting to gain public support as he was lobbying Congress to authorize funds for four more battleships. Though Roosevelt's motivations are often debated, what is less discussed is the confluence of circumstances that enabled the president to order such an action.

First and foremost: To deploy a battle fleet, the United States needed to have a battle fleet.

Though Theodore Roosevelt is cited as being a great proponent of sea power, the truth is that most of the ships of the Great White Fleet can attribute their origins to the presidency of William McKinley. The following provides some historical background for the fleet (note that the Navy did not use the "BB" hull designations until 17 July 1920).

The classic surface warfare trivia question is to name the only American battleship that was not named for a state. The answer is *Kearsarge*. The two battleships of the *Kearsarge* class [*Kearsarge* (No. 5), *Kentucky* (No. 6)] were commissioned during the McKinley administration. The three battleships of the *Illinois* class [*Illinois* (No. 7), *Alabama* (No. 8), and *Wisconsin*



Theodore Roosevelt

(No. 9)] also made the cruise. All three ships were also completed during the McKinley presidency. Of note, the lead ship *Illinois* was the last of the three placed into service, with a 16 September 1901 commissioning occurring 2 days after the death of McKinley.

The *Maine* (Battleship No. 10) that we do not remember was laid down on 15 February 1899, exactly a year to the day that an explosion ripped through the predecessor *Maine* of Havana harbor fame. She was the lead ship of a class of three battleships that included *Missouri* (No. 11) and *Ohio* (No. 12).

Of note, *Maine* and *Alabama* would be replaced during the around-the-world cruise in San Francisco by *Nebraska* (No. 14) and *Wisconsin* (No. 9). With the bulk of the fleet leaving San Francisco for the Pacific Northwest on 18 May 1908, the two warships remained behind at Mare Island for repairs. Leaving San Francisco a month later, the two ships headed directly across the Pacific to the Philippines via Hawaii and Guam. From the Philippines the pair steamed to Singapore, Ceylon, and Aden, and after passage through the Suez Canal, stopped only at Naples and Gibraltar before returning to the East Coast on 20 October 1908, 4 months before the rest of the fleet.

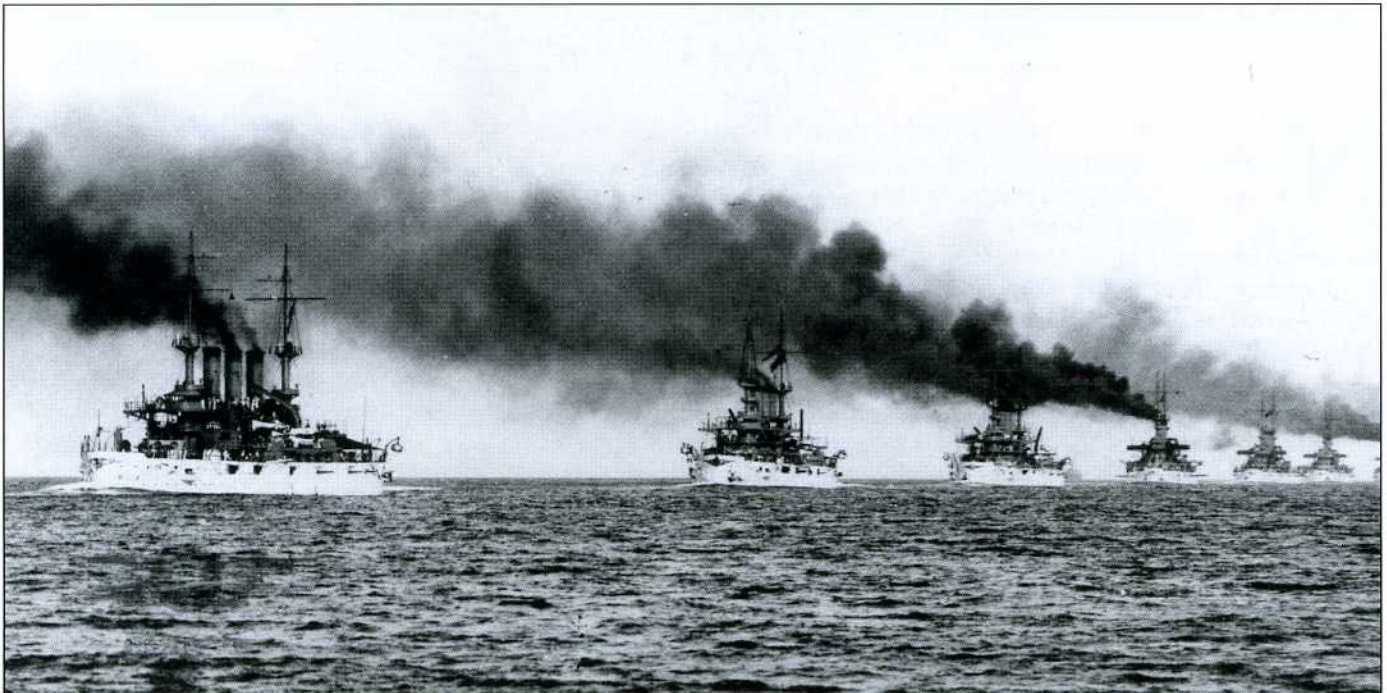
Nebraska was authorized on 5 March 1899 as one of five *Virginia* class battleships. *Virginia* (No. 13) and *Georgia* (No. 15) were also authorized that day. Congress authorized sister

ships *New Jersey* (No. 16) and *Rhode Island* (No. 17) on 7 June 1900.

Of the six battleships of the *Connecticut* class, five [*Connecticut* (No. 18), *Louisiana* (No. 19), *Vermont* (No. 20), *Kansas* (No. 21), and *Minnesota* (No. 22)] made the cruise. *New Hampshire* (No. 25), the last ship of this class, was still under construction. It should be noted that only the five *Connecticut* class battleships that made the cruise were authorized during the Roosevelt administration. The other 13 capital ships that circumnavigated the world were authorized during the McKinley administration.

Second: Having this battle fleet, the Navy had a strong desire to demonstrate its new capability.

With 10 of these ships joining the fleet between 19 February 1906 and 1 July 1907, the Navy finally had achieved a critical mass and desired to operate the battle fleet as advocated in the writings of Capt. Alfred Thayer Mahan. The Russo-Japanese War nicely illustrated the Mahanian concept of concentration of force. Although possessing the larger navy, the Russians lost much of their order of battle because of the losses sus-



US Atlantic Fleet battleships steaming out of Hampton Roads, VA, in December 1907, to begin their cruise around the world. Leading two ships are *Kansas* and *Vermont*.

tained by the Russian Far East Fleet at Port Arthur during 1904 and the subsequent destruction of their Baltic Fleet by Admiral Togo's ships at the Battle of Tsushima in 1905. The fate of the Russian Navy clearly illustrated that battle fleets needed the capability to travel long distances and mass firepower against enemy forces. Naval leaders understood that only through a prolonged shakedown cruise could they reveal and address readiness challenges. The world cruise would serve as that shakedown.

Third: Overseas events and foreign relations facilitated the decision to deploy the fleet.

The situation in the Far East: With the American victory in the Spanish-American War, the United States suddenly possessed territories overseas in the Pacific and, with them, requirements to provide for their defense during an age when other powers were aggressively seeking to expand their influence within the region. One of those powers,

Japan, had triumphed in the Sino-Japanese War of 1894–95 and then, as earlier noted, achieved victory at sea during the Russo-Japanese War of 1904–05. The rapid rise of Japanese sea power became even more pronounced when European powers reduced their naval forces in Asia to concentrate their battle fleets in home waters, as tensions mounted in the years preceding World War I.

The relationship with Japan would serve as a major impetus for the deployment. Japanese-American relations had been amiable. President Theodore Roosevelt brokered the Treaty of Portsmouth that ended the war between Russia and Japan, and Secretary of War William Taft had positive discussions with Premier Katsura during a visit to Japan in 1905. However, in 1906 and 1907 discrimination against Japanese immigrants on the U.S. West Coast created tensions between the two countries. When anti-Japanese riots broke out in San Francisco and else-

where in May 1907, the press began to speculate about war.

Though Roosevelt did not believe war was pending, in early June 1907 he queried the military about contingencies. The Joint Board—the 1907 version of today's Joint Chiefs of Staff—recommended a series of precautionary moves including sending a battle fleet to the Pacific. At a meeting held at his Sagamore Hill home on June 27, the president concurred with the recommendation. On July 4, Navy Secretary Victor Metcalf announced that the Navy would dispatch the battle fleet to the West Coast that fall, following its 6-month appearance and display at Hampton Roads, Va., for the Jamestown Tercentennial Exposition.

The situation in Europe: The announcement of the cruise did raise some eyebrows. Was it prudent to leave the East Coast exposed in light of the rapid build-up of European naval power? However, again circumstances favored the president.



US Fleet Week at Benten Dori, Yokohama, while the Great White Fleet was on its cruise around the world, 1907-8.



A traveling exhibit featuring photographs, postcards, and other artifacts from the Great White Fleet premiered in New York at the Ukrainian Institute of America in November. From New York the exhibit traveled to the Naval War College Museum where it will be on display through April 2008. The exhibit, sponsored the New York Council of the Navy League of the United States, was created by the Early History Branch of the Naval Historical Center under the direction of Dr. Michael Crawford.

Clearly, the deployment left the East Coast exposed as European nations engaged in a naval arms race spurred by the introduction of HMS *Dreadnought* into the Royal Navy a few months earlier. However, with some irony, the sudden appearance of the all-big-gun *Dreadnought* and similar warships in other European fleets in close proximity inhibited European admiralties from deploying their capital ships overseas.

Fourth: Logistics dictated a short stay on the West Coast.

Many opponents feared that Roosevelt intended to keep the fleet on the West Coast as a ploy to force Congress to appropriate funds for a new fleet for the East Coast. In reality, West Coast homeports were not possible because the naval infrastructure in the western United States could sustain the battle fleet for only a short period. Thus before the battle fleet departed Hampton Roads, Roosevelt directed that the fleet would return by way of the Pacific Ocean, Indian Ocean, Mediterranean Sea, and Atlantic Ocean.

Fifth: Sailors spend dollars—so do tourists!

The prospect of a visit of the Great White Fleet with thousands of Sailors having money to spend was a dream come true for the local Chamber of Commerce. As the fleet rounded South America, the Navy department received visit requests from cities up and down the West Coast. In his newly released *The Navy in San Diego*, Capt. Bruce Linder (Ret.) linked the visit of the Great White Fleet to San Diego with later Navy decisions to homeport much of the Pacific Fleet at that southern California port. Sailors were impressed by the local climate and the hospitality of the local citizens. Likewise, when the fleet called on overseas ports, there were even more celebrations. In Sydney, 250,000 Australians lined the shores to greet the fleet when they arrived.

Then as now, the Sailors served as excellent diplomats. In Japan, the hospitality was more than gracious as the hosts involved the visiting Sailors in continuous celebrations capped by

a torchlight parade attended by 50,000. In one incident, a temporary arch caught fire and three Sailors and a Marine climbed the structure and saved a Japanese flag before flames reached it. Needless to say, the heroic action cemented warm feelings.

In addition to serving as diplomats, some of the Sailors performed humanitarian missions after a strong earthquake had devastated Messina, Sicily. Steaming ahead, *Connecticut* and *Illinois* arrived there in mid-January 1908 and Sailors went ashore to assist local authorities with recovery operations.

Thus a century ago, on December 16, 1907, the United States Navy dispatched 16 battleships from Hampton Roads, Va., for what was advertised as a deployment to the West Coast. Ashore, thousands watched the grand spectacle of the great steel ships belching black smoke. Steaming in a column into the Atlantic Ocean, each ship rendered honors to President Roosevelt, who observed the pageantry of the departure from the weather deck of the presidential yacht *Mayflower*.

As the battleships headed south that first evening, the battle fleet commander, Rear Adm. Robley D. Evans, who was embarked in *Connecticut*, sent a wireless announcement to the crews of the other battleships announcing the intent to circumnavigate the globe. If it was Evans' intent to keep the message secret, he failed. The wireless message was picked up ashore. The next day newspapers told the nation the news. The epic journey had captured the nation's attention and soon thereafter, the world's.

Dr. Winkler is a historian with the Naval Historical Foundation.

For additional details of the voyage and ships of the Great White Fleet visit the Naval Historical Center's website at www.history.navy.mil. Visit "Great White Fleet" in the FAQ section. The photo archive section also contains some wonderful digital images of the ships and cruise.

NCDD 206 Operations

The Naval Historical Center's Reserve Unit, Navy Combat Documentation Detachment 206 (NCDD 206), has devoted considerable time this past year to gathering information in the form of oral history interviews, artifacts, and photos on the Navy's role in the Global War on Terrorism (GWOT), with special attention to the role of Individual Augmentees (IAs)—Navy personnel who are sent to fill billets usually in multinational or joint commands.

In December 2006, Capt. John Lackie and Cdr. Ed Cook deployed to Navy Mobilization Processing Site Norfolk where they conducted numerous oral histories with returning Navy IA personnel who had engaged in civil affairs/nation-building activities in the U.S. Central Command area of responsibility. This gathering of information was conducted over a very brief period, as the IAs were in Norfolk for only a short time before they returned to their homes. As it turned out, three members of NCDD 206 would become IAs themselves as they were recalled to active duty during the year.

Prior to going overseas, all Navy IAs participate in a 2-week training course required by the in-theater Coalition Forces Land Component at McCrady Training Site, part of Fort Jackson, S.C., for combat survival skills training in convoy operations, forward operating base force protection, security procedures, and urban combat operations. In August 2007, Capt. Karen Loftus and Cdr. Jay Standing deployed to Fort Jackson, where they conducted oral history interviews of the instructors, the IAs, and the Navy support staff during their predeployment training.

Capt. Cindy Tobin-Payne, Capt. David Townsend, and Cdr. Jessica Huckabey deployed to the Navy Expeditionary Logistics Support Group (NAVELSG), Williamsburg, Va., during July and August 2007.

NAVELSG is responsible for providing logistics capabilities within the maritime domain of the Navy Expeditionary Combat Command (NECC) and the Navy. One function they perform in this capacity is to conduct customs inspection for forces deployed ashore. These customers' inspectors are composed of IA personnel. Three dozen interviews were conducted with personnel involved in the Navy Customs Battalion deployments (covering three separate battalions) and the NAVELSG staff; personnel included Rear Adm. Sharon H. Redpath, Vice Commander, Navy Expeditionary Combat Command and Commander, Navy Expeditionary Logistics Support Group. These interviews covered both IAs preparing to deploy and those returning from deployment.

Capt. David Townsend and Chief Yeoman Karen Marshall deployed to NECC, Little Creek, Va., during August 2007. NECC, established in January 2006, serves as the single functional command for the Navy's expeditionary forces and as central management for the readiness, resources, manning, training, and equipping of those forces. Two dozen interviews were completed. Oral histories included the NECC commander, Donald K. Bullard, and his deputy, the first Explosives Ordnance Disposal officer to attain flag rank, Rear Adm. Michael P. Tillotson. Others interviewees included Capt. Michael Jordan, Commander, Riverine Group ONE;

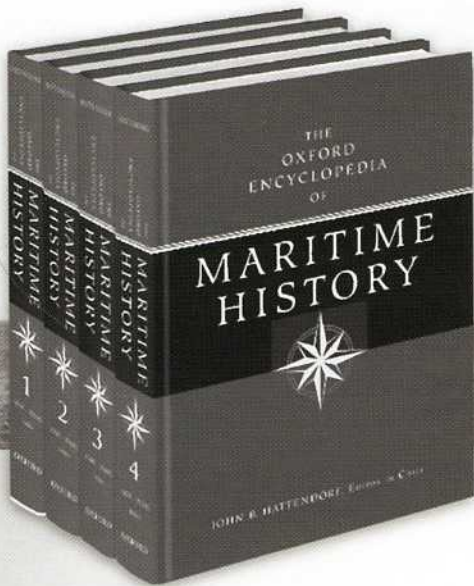
Capt. Ken Schwingshagl, Commander, Maritime Civil Affairs Group; Capt. Alfred S. Nugent, Commander, Expeditionary Training Group; and Capt. Jeffrey L. McKenzie, Commanding Officer, Expeditionary Combat Readiness Center. Artifacts collected included records involving tracking of IAs in theater and brochures from inauguration of the command.

The last major deployment of the year was to Joint Task Force (JTF)-Guantanamo. Capt. Rob Gancas, Cdr. Steve Mooradian, and Cdr. Jason Singleton traveled to Guantanamo Bay, Cuba, during September 2007. JTF-Guantanamo conducts safe and humane care and custody of detained enemy combatants. The JTF also conducts interrogation operations to collect strategic intelligence in support of the GWOT. Thirty oral history interviews were completed. Oral histories included Rear Adm. Mark Buzby, Commander, Joint Task Force, Guantanamo Bay.

In summary, NCDD 206 provided invaluable assistance to the Navy and to the Naval Historical Center by capturing and documenting Navy operational history for future leaders and historians to use to analyze and write books and manuscripts and to use as lessons learned. In addition, the unit looks forward to continued support to the Naval Historical Center in furthering its mission to preserve, analyze, and interpret Navy operational history in the years to come.



Promotion Ceremony: While on active duty, Jason Singleton was promoted to commander by Commander JTF-Guantanamo, Rear Adm. Mark Buzby.



THE OXFORD ENCYCLOPEDIA OF
**MARITIME
HISTORY**

4-VOLUME SET

John B. Hattendorf Editor in Chief

Oxford is proud to present an encyclopedia of maritime history that, in scope and depth, rivals the expansiveness of the sea itself. It covers the entire history of seafaring, from ancient Egyptian shipbuilders to the supertankers of today, emphasizing the connections between maritime history and many related fields, including naval history, navigation, scientific instrumentation, maritime art and literature, trade, commerce, and economics, exploration and maritime geography, oceanography, and international maritime law.

March 2007 • 4 volumes • 2,240 pp. • 600 halftones and linecuts
\$550.00 / \$412.00 (SAVE 25%!)
978-0-19-513075-1 • Promo Code 26608



Available online through the
Oxford Digital Reference Shelf!
www.oxford-digitalreference.com

Key features

- Surveys the history of seafaring from ancient times to the present day
- Offers an integrated, interdisciplinary approach to its subject
- 4 volumes and more than 900 A-Z entries, each signed by a noted historian or naval officer
- 400 charts, diagrams, maps and half tones
- Each article fully cross-referenced and larger articles accompanied by a selected bibliography
- Directory of contributors
- Topical outline of entries



OXFORD
UNIVERSITY PRESS

For more information or to order
call **1-800-451-7556** or visit us online at
www.oup.com/us and use promo code **26608**

**Naval History
Readers SAVE 25%—**
Order by **2/29/08**
and **SAVE!**

NAVY MUSEUM NEWS



1306 Dahlgren Avenue, SE • Washington Navy Yard, DC 20374 • Phone (202) 678-4333 • Fax (202) 889-3565

www.navyhistory.org

Museum Is an Outstanding Educational Resource

By James A. Noone

As the National Museum of the United States Navy looks toward the future with its Cold War Gallery expansion, a high priority is to ensure that the Gallery's exhibits are conducive to the museum's mission of educating young people, both in the Greater Washington area and around the country.

"Education is one of the core missions of the U.S. Navy Museum," said Kim Nielsen, museum director. "So the Gallery will have many hands-on displays and interactive exhibits designed to show students how the Navy was in the forefront of technological advances during the Cold War period."

For example, the Gallery's "Navy and the Nuclear Age" section will contain exhibits depicting the genesis of computers, nuclear propulsion, solid fuel propellants, modern navigation systems, and jet propulsion.

"As we tell the story of the Navy through the latter part of the 20th century, we will show that the Navy was in the forefront of important scientific achievements," Nielsen stated. "For students, we will do this in a way that builds on the museum's current extensive education program."

Of the nearly 300,000 people who visit the U.S. Navy Museum annually, nearly half of them are students. The majority of these students tour the museum with an organized class trip.

"Because students make up such a large part of the museum's visitor base, education is something we focus on," emphasized Rear Adm. Paul E. Tobin, USN (Ret.), who served as

Director of Naval History from 2005 through 2007. "The museum has made wonderful progress in this area in recent years. It's something we're all proud of at the Naval Historical Center."

The museum's education department, headed by Karin Hill, currently offers a variety of education programs, from prekindergarten through high school. All are free, are open to the public, and satisfy Standards of Learning requirements for the District of Columbia, Maryland, and Virginia.

The museum even has dedicated space, the Education Center, which provides ample room for students to participate in hands-on activities, apart from the museum proper. On one day student groups might be busy building wooden ship models, incorporating ship knowledge they've just gained during a museum



Education Director Karin Hill with visiting students.

tour. Another day will find youngsters learning how to use sextants as part of a session on navigation, and then fashioning their own magnetic compasses.

"The key concept is participation," stressed Hill. "Our goal is for the students not only to learn about the Navy, but to do so in a way that's fun and hopefully give them some sense of accomplishment. We want them to feel good about the Navy when they leave here."

For many of the young students, the feel-good experience can have a lasting impact. For example, after the U.S. Naval Academy's recent historic football victory over Notre Dame, one of the Navy's star players attributed his interest in going to Annapolis to his visit to the Navy Museum in Washington as a young lad. Though not all students will run to a Navy Recruiting Station upon graduating high school, the programs offered by the museum provide an appreciation of the importance of science and technology in the nation's defense and the significant role of sea power in U.S. history.

A summary of the current educational outreach programs is provided within this edition of *Navy Museum News*. The accompanying articles and photographs further illustrate how the museum engages local schools and provides an important resource to the region and the nation.

Starbase Atlantis Program Targets At-Risk Students

The education department of the National Museum of the United States Navy and the Washington Navy Yard's local chapter of Starbase Atlantis have teamed up to bring submarine science to life for local fifth graders!

Starbase Atlantis is a national program, funded and supported by the Office of the Assistant Secretary of Defense for Reserve Affairs. Starbase Atlantis targets at-risk students and offers exciting, hands-on activities in aviation and space exploration and interaction with military personnel to explore careers and make connections with the "real world." In addition to learning critical skills in math, science, and technology, students learn about teamwork, goal setting, and the importance of staying off drugs. An overview of the program's history and mission can be found at its www.starbasedod.com website.

Because the Navy's flagship museum features some outstanding exhibits and artifacts that support the classroom objectives of the Starbase Atlantis program, it was only natural

for the staffs of the museum and the local Starbase Atlantis chapter to join together to take advantage of the museum's resources. The museum features two working periscopes, which are located within the submarine exhibit, as well as *Trieste*, the world record holder for the deepest diving bathyscaphe. These resources, in addition to submarine control panels, torpedoes, and models, allow the Starbase Atlantis students to have hands-on experience while they are learning the principles of nuclear power, the science behind buoyancy, and what it is like to serve on a submarine today.

Karin Hill, the museum's Director of Education and Public Programs stated, "We've been partnering with Starbase Atlantis for five years now. It's been wonderful to work with the students and teachers from Washington, D.C., public schools. For many of the children that visit the museum, destroyer *Barry* is the only Navy ship they've ever seen. They are thrilled to climb aboard and talk to the Sailor stationed there, or take a look at the D.C. waterfront through the working periscopes in the museum. These students leave the museum with a stronger understanding of how math and science apply to Navy careers. We're thrilled to continue inspiring a next generation of Navy sailors and submariners through our educational programs."

In addition, the students learn about cooperation. Broken into teams, the students design and build (using LEGO® blocks) underwater remotely operated vehicles keeping in mind four important factors of submarines: habitability, defense, maneuverability, and scientific research. This program reiterates the values of teamwork taught in their Starbase Atlantis classrooms.



Ensign Gregg Singer teaching a group of Starbase Atlantis students the proper method of saluting.

“Dive! Dive!” Brings History and Technology to Local Schools

By Liz Eberlein

The museum’s Dive! Dive! program is focused primarily on teaching students about submarine design and operation within a historical context. Each activity enables students to learn about submarine life while expanding their understanding about the history, science, and technology of submarines. Working with regional schools, the museum’s staff arranges tours of the museum for fifth graders, including an in-depth look at submarine technology. The students first discuss habitability and how submarines work, addressing questions such as: “What is life like for the Sailors?” “Where does their fresh air come from?” and “How do they see where they are going?” The students are challenged with many questions to generate a discussion between themselves and the docent in order to introduce them to the aspects of living on board a submarine. During their tour, the students also learn about defense, scientific research, maneuverability, and the general history of submarines. After their tour, the students are taken to the museum’s classroom where they make a Cartesian diver.

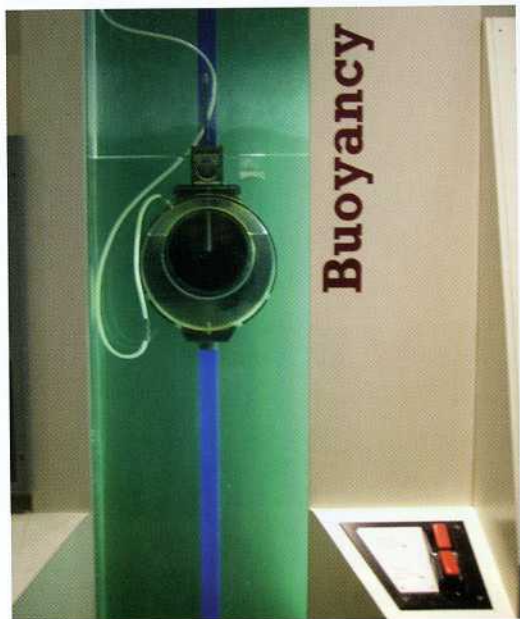
The Cartesian diver portion of the Dive! Dive! program centers on teaching students about the principles of buoyancy. In this pro-



The museum’s propulsion display demonstrates different types of propulsion systems.

gram, the student is able to see exactly how buoyancy affects a submarine’s ability to stay afloat, or to sink. The student places a small tube, such as a pipette, that has been cut near the top and fitted with a small metal bolt into a bucket of water. The student must then determine whether the pipette achieves neutral buoyancy. An object that has neutral buoyancy will neither sink nor rise. Instead it will remain at its current level in the medium that surrounds it, such as the water in the bucket. Once neutral buoyancy is achieved, the pipette is dropped into a water bottle that is filled to the top of the paper wrapper and closed. The pipette, or Cartesian diver, should sink to the bottom when the sides of the bottle are squeezed.

The students are asked to hypothesize as to why the pipette, or diver, sinks when the water bottle is squeezed. Through discussion, the students learn that the Cartesian diver floats on the surface of the water as a result of the effects of positive buoyancy. The more air the pipette has inside of it, the more likely it is to float. Once the water bottle is squeezed and water is forced inside of the pipette, the diver becomes negatively buoyant, meaning the pipette is denser than the water that surrounds it.



With this interactive display, students can learn how to ballast a submarine.

Ships to the Sea Targets Elementary Schoolkids

By Stacey Redick

Ships to the Sea is the most popular program run by the museum's education department, and tens of thousands of students have participated in it since its inception in 1985. It teaches students the history of ship technology and allows them to use creativity and imagination. The program is designed in accordance with local and national social studies standards and is ideal for students between grades two and five. On a tour of the museum, which focuses on various types of ships, the students follow the development of technology in shipbuilding to understand the importance of maritime transportation. The students are introduced to nautical vocabulary and to the idea that ships are small communities. They then build their own wooden ship model incorporating the knowledge of ships they have gained on their tour of the museum.

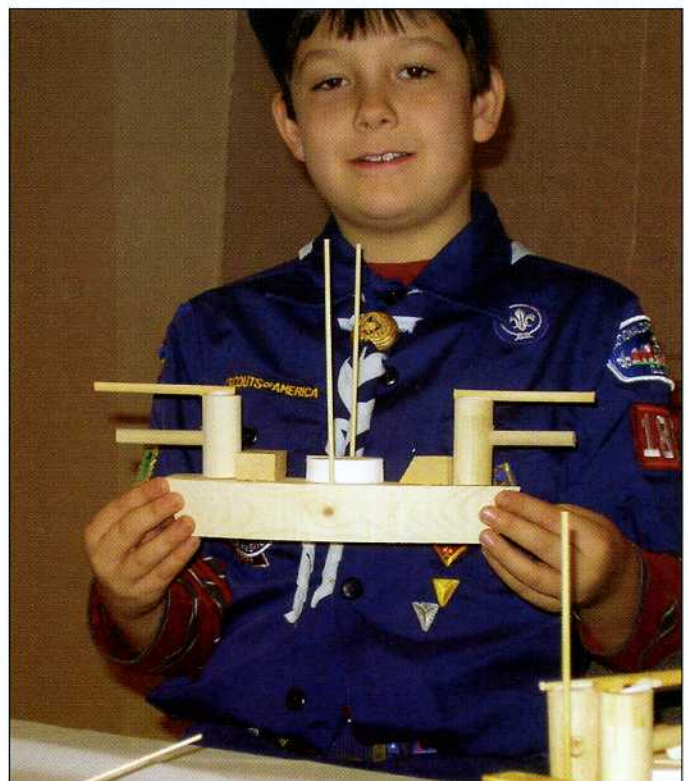
Some model ships made by students take after a particular type of ship that they have learned about, and sometimes they become

an amalgamation of more than one. The ships they learn about over the course of the tour include the frigate (1800s), a multideck ship-of-the-line (1820s), the sidewheel steamer (1854), and the first iron warship USS *Monitor* (1862). The tour continues with more modern ship designs such as the battleship, destroyer, and aircraft carrier. The children learn nautical terms such as bow, stern, port, starboard, galley, keel, mast, overhead, bunk, landlubber, and vessel. Students make the model ships out of wooden blocks of various shapes and paper cut-out sails; students are encouraged to be creative in designing and building them.

One of the most important aspects of this program is the opportunity for the children to use their imagination and craft skills. The hands-on quality of the program is valuable, both as a learning technique and as a way to interest the students more fully in the history of ships and maritime transport, as well as imprint that knowledge more firmly in their minds.



Cub Scout working on a ship model as part of the Ships to the Sea program.



A finished product.

Sailor's Life—A Hit with Preschoolers

By Ruth Gould

A Sailor's Life for Me is a program developed for preschool-age children. The program uses a sailor's sea chest with all the items a sailor would have taken with him to sea in the early 20th century such as



Sailor's Life For Me: Intern Jennifer Herren displaying the contents of the Sailor's Life for Me sea chest.

his uniform, his mess kit with his plate and cutlery, his hammock, and some playing cards as well as other items for other activities he would have done in his spare time. The children are asked what they

do for fun during recess and once they have gone through what they like to do, they are told about how our sailor didn't have a lot of those things but that he still played cards and board games and sang songs just like they do.

This activity helps the children to relate to the life of a sailor and enhances their understanding and overall learning experience.

The children are able to handle all the items including some that the sailor would not have had in his chest such as the cat o' nine tails. By seeing the variety of items and speculating on their usage, the children gain an idea of what life on board a ship was like in 1900.

Although the program is generally conducted with preschoolers, it is also great for children with special needs. The staff has also used it for visually impaired students; because the program has so many tactile components, the students can feel all the items and build a picture of life on board for sailors. The program has also been run for hearing-impaired students with an interpreter and they thoroughly enjoyed it. This program has proven to be a great way to introduce children to life at sea and is greatly enjoyed by the participants who come knowing little about life at sea but leave knowing about life on board a ship and an awareness that life in the past was different from how it is today.

Students Find their Way with Master Navigator Program

By Ruth Gould

The museum's Master Navigator program is an interactive tour in which the students learn how sailors navigated in the past and how technology has advanced to allow safer passage at sea. They learn about Matthew Fontaine Maury, the "Pathfinder of the Seas," and his important contributions to navigation at sea including his work on charting the wind and ocean currents. They also tour the museum's exhibits on navigation to see examples of instruments used for celestial navigation and learn how this technology has changed over time.

Students consider how we navigate on land and see that those options are not often available at sea, unless you are sailing down the

coast. Thus they are introduced to a whole new world where sailors used the stars at night to guide them safely from point A to point B on the open seas. The highlight of the tour for the students is when they become a Master Navigator. Before they can navigate successfully, they must first learn about longitude and latitude and how to write down the coordinates of certain points. Then they learn how to use a sextant and the North Star and to determine latitude. Using a painted night sky within the museum's Navigation Exhibit, students find their latitude then they can decide if they need to alter their course of their voyage to reach their destination. Students also get to make their own magnetic

compass with a petri dish, a piece of cork, a needle, some water, and a magnet. This teaches them the principles of magnetic north and how to use a compass, one of the best methods for navigating on land.

This program, which focuses on using a

globe, is designed for fifth-grade and sixth-grade science classes and geography classes. It complements both national and local curriculum frameworks and brings to life navigation at sea and highlights problems that sailors encountered before the use of GPS.

Museum Excels in Internship Opportunities

Each year, the Naval Historical Center receives dozens of hard-working students, graduates, and professionals looking to learn and expand their work experience through hands-on internships. These talented individuals come from all over the world, with recent program participants coming from as far as Scotland and Romania, to aid the curators, historians, librarians, and museum professionals with their work.

Many of these interns are undergraduate and graduate students who come to the Naval Historical Center during their school years to fulfill academic requirements. The majority of interns are offered opportunities with the museum's curatorial and education departments. They are assigned a variety of tasks related to the needs of the museum in line with the intern's abilities and interests and the length of the internship. For example, Stacy Redick, a resident of Falls Church, Va., is currently researching the

use of steel in the construction of Navy vessels and the centennial of the Great White Fleet under President Roosevelt. Asked about her decision to come to the Navy Yard, Redick reflected: "I came to the U.S. Navy Museum for a unique experience and to see if a career in the museum field was right for me." In addition to researching and writing text for upcoming exhibitions, she and other curatorial interns help the curators handle artifacts and aid in exhibit design. Education interns create new programs for local students, such as Ruth Gould from Aberdeen, Scotland, who is currently creating a Field Trip in a Box kit on Polar Exploration aimed at fifth- through eighth-grade students. These, however, are only a few examples of the range of interns the center receives throughout the year. There are also many opportunities for students in the Navy Department Library and Art Collection.

Because the Naval Historical Center has a much smaller staff than do other Washington, D.C., institutions such as the Smithsonian, "interns get a more hands-on experience and it is much more interesting than other internships," said California native Jennifer Herren. Interns are often given projects that relate directly to the mission of the Center, rather than administrative jobs that are common for internships on Capitol Hill.

The work that these interns do with enthusiasm and professionalism is invaluable to the mission of the Naval Historical Center. If you would like to learn more about internship opportunities at the Naval Historical Center, please visit www.history.navy.mil.



The Naval Historical Foundation appreciates the efforts of interns Jennifer Herren, Stacey Redick, and Ruth Gould who wrote most of the content for this edition of Navy Museum News.

Opportunities for School Visits—A Summary of Current Programs

General Tours

The Museum is a self-guided facility. Scavenger hunts for children are available at the Museum's front desk. For those interested in a general guided tour experience, a pre-arranged docent-led tour can cover highlights of the Museum's collection.

Programs for Grades 1-4

Hats Off!

No naval uniform is complete without the proper hat, or cover, as it is called in the Navy. Students compare hats—officers and enlisted, outdated and contemporary—tour the Museum, and create their own hat.

Ships to the Sea

From frigates to aircraft carriers and submarines, U.S. Navy ships have unique characteristics. Students learn how Navy ships have evolved over two centuries. Previsit materials introduce students to ship types and nautical terms. At the Museum they tour the collection and build a wooden ship model. Groups follow up their visit to the Museum with a tour of the destroyer *Barry*.

Programs for Grades 5–9

To the Ends of the Earth and Beyond

Naval expeditions and explorations have traveled to Japan, the polar regions, to space and have gone underwater. The Master Navigator program is a great hands-on component of To the Ends of the Earth and Beyond program. Students put themselves in the shoes of a 19th-century sea captain and learn the principles of celestial navigation in the U.S. Navy Museum's "Pathfinding on the Seas" exhibit.

Programs for Grades 6–12

Charting American History

This program enables students to explore the Navy's role in American history from the Revolution to the Space Age.

Dive, Dive!: An Introduction to Submarine History and Technology

Underwater travel has fascinated humankind for thousands of years. With stealth a major objective, designers worked to create an environment capable of supporting human life in an enclosed vessel that could maneuver underwater. In this program, students learn about the development of American naval submarines from the 18th-century, manually powered *Turtle* to the modern-day nuclear-powered submarines. Using a previsit activity book, students conduct experiments to help them understand the major operations of a submarine, stealth, buoyancy, speed, maneuverability, detection, and habitability. On a tour of the Museum, they learn more about the history of submarines and how submarines work through submarine models and the newly renovated submarine exhibit. The program culminates with a hands-on activity.

In Harm's Way: The Navy in World War II

From Pearl Harbor to V-J Day, the U.S. Navy played a critical role in World War II. Before a guided tour of the exhibition "In Harm's Way," teachers may choose from a variety of previsit activities that offer their students insight into different aspects of the war. Campaigns to Victory contains self-directed learning activities that highlight the naval experience. Students continue their investigation of the Navy's role in World War II during their tour of the exhibition. *Playing for Keeps*, a videotape of an original play commissioned by the Museum, offers a dramatic look at the range of personal and emotional issues confronting sailors during combat. A curriculum guide, complete with activities and historical background, accompanies the videotape. Victory Bingo highlights the images and events of the homefront and is played like traditional bingo. Workbooks on the Atlantic and Pacific Campaigns are available for students as self-guides to the exhibition.

For details and lesson plans visit <http://www.history.navy.mil/branches/org8-3.htm> or call Karin Hill at (202) 433-4995.

Cold War Gallery Update

Navy Contracts with Naval Historical Foundation to Complete Design Work

On 27 September, the Navy signed a \$3 million contract with the Naval Historical Foundation for the completion of Cold War Gallery design work and for the fabrication and installation of the entrance hall exhibits. The contract will enable the Naval Historical Center to maintain its construction timeline with a goal of opening the north hall featuring the "Navy in the Nuclear Age" and "The Navy's Global Presence" sections in November 2009 to coincide with the 20th anniversary of the 1989 fall of the Berlin Wall. The completed south hall featuring "Hot Wars of the Cold War" and the "Service and Sacrifice" sections would follow in June 2010 in conjunction with the 60th anniversary of the start of the Korean War.

With regard to the Capital Campaign, the Navy contract was welcome news; however,

at a recent meeting of the Naval Historical Foundation Board of Directors, Vice Adm. Robert F. Dunn cautioned the Board against complacency, noting that the Foundation still needs to raise an additional \$9 million to complete the north and south hall exhibits. The Foundation has received nearly two dozen generous gifts and pledges from corporate and individual sponsors and is moving ahead to contact other potential donors. An important new campaign promotional tool for donor education is a 20-page prospectus that offers digital renderings of the exhibits and a centerfold floor plan. Foundation members interested in obtaining a copy of the prospectus for review should contact the campaign director, Dr. David Winkler, at dwinkler@navyhistory.org.

THANK YOU!

The Naval Historical Foundation thanks those who made generous (\$1,000 and up) contributions to support the Cold War Gallery of the National Museum of the United States Navy.

AT&T Government Solutions
Belmont International, Inc.
L-3 Communications Corporation
Logistics Management Institute
Navy Federal Credit Union
The Honorable Norman R. Augustine
Oracle Corporation
Applied Mathematics Inc.
The J. M. Kaplan Fund
Strategic Systems Program Historical,
Education, and Recognition Organization
Thornton D. and Elizabeth S. Hooper
Foundation
ManTech International Corporation
National Capital Council of the Navy League
of the United States
Mr. Marty Bollinger

Booz Allen Hamilton Inc.
Mrs. Rosa Laird McDonald
The Honorable John F. Lehman
Mr. William H. White
Admiral James L. Holloway III, USN (Ret.)
The Honorable J. William Middendorf II
Mr. Michael P. Riley
Vice Admiral David C. Richardson, USN
(Ret.)
Admiral Bobby R. Inman, USN (Ret.)
Vice Admiral Raymond E. Peet, USN (Ret.)
Naval Submarine League
Treadwell Corporation
Enterprise Rent-a-Car
PEPCO

UPCOMING SYMPOSIA AND CONFERENCES

122nd meeting of the American Historical Association, Washington, D.C., 3–6 January 2008, www.historians.org.

Society for Historical Archaeology, Albuquerque, N.M., 9–12 January 2008, www.sha.org.

Society for History in the Federal Government annual meeting, National Archives, College Park, Md., 13 March 2008, www.shfg.org.

New Researchers in Maritime History Conference, University of Salford, Manchester, England, 14–15 March 2008, e-mail: g.j.milne@liv.ac.uk.

Classic Yacht Symposium organized by Herreshoff Marine Museum and Society of Naval Architects and Marine Engineers, Bristol, R.I., 4–6 April 2008, www.herreshoff.org.

Submarine History Seminar “Fifty Years Under the Ice” sponsored by the Naval Historical Foundation and Naval Submarine League hosted by the U.S. Navy Memorial, Washington, DC, 10 April 2008, www.navalsubleague.com.

North American Society for Oceanic History (NASOH), the 27th Annual Conference “Defining the Maritime Edge: The History and Archaeology of Inland Environments, Coastal Encounters and Blue Water Connections,” to be hosted by the University of West Florida and cosponsored by the Council of American Maritime Museums, Pensacola, Fla., 7–11 May 2008, www.nasoh.org.

Annapolis 300 Symposium, Annapolis, Md., 6–7 June 2008, e-mail symposium300@aol.com.



The New York City Pickle Night Dinner in November was the scene for the announcement of the formation of a special relationship between the Royal Navy's HMS Victory and the U.S. Navy's soon-to-be-christened USS New York. The USS New York (LPD 21) is unique in that it contains seven and a half tons of steel from the fallen World Trade Center towers in its bow stem. The ship is to be christened in New Orleans on 1 March 2008 and commissioned in New York City in 2009. HMS Victory is the oldest commissioned ship in naval service and is based in Portsmouth, England. It was the flagship of Vice Admiral Horatio, Lord Nelson at the Battle of Trafalgar.

The commanding officer and prospective commanding officer exchanged gifts: a plaque containing oak from Victory and stone from Nelson's Column in Trafalgar Square in England, and one of the first official USS New York ball caps. Seen at the dinner that commemorated the voyage of HMS Pickle in bringing the news of the victory at Trafalgar and death of Nelson to England are Rear Adm. Joseph Callo, USNR (Ret.), master of ceremonies at the dinner; main speaker Lt. Cdr. John Scivier, Royal Navy, the commanding officer of HMS Victory; Cdr. Curt Jones USN, the prospective commanding officer of USS New York; and Rear Adm. Robert Ravitz, USNR (Ret.), the cochairman and executive director of the USS New York Commissioning Committee.

News in Naval History

History-Heritage Gatherings a Success

Two significant conferences on opposite coasts this autumn demonstrated a strong following for maritime history and heritage.

After an 8-year hiatus, the history department at the U.S. Naval Academy revived the biannual Naval History Symposium. Held 20–22 September, the 2007 symposium attracted approximately 310 attendees representing some 13 countries. Many of the attendees were professors and graduate students from universities who specialize in naval history. In addition, many midshipmen took advantage of the opportunity to attend sessions such as one organized by the Naval Historical Foundation featuring Foundation Vice President Rear Adm. William J. Holland, Cdr. Catherine Leahy, and Cdr. Randy Balano discussing integration of women into the Naval Academy and the fleet.

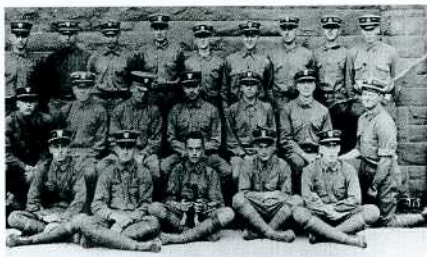
There were 36 panels in total, two keynote speeches, and three cash prizes awarded for best papers. The co-winners of the first prize for best paper by a scholar were Cdr. Kenneth Hansen of Canada who authored a paper on Adm. Ernest King and World War II convoys, and Professor David Werlich of Southern Illinois University at Carbondale who wrote his paper on “The Allied Project to Liberate Cuba, 1866–67: Peru, Chile, and Colonel Barreda’s Confederate Navy.” The first prize for the best paper in the graduate student category went to Charles Stanton of England’s Cambridge University for his paper on Norman naval strategy in the central Mediterranean under Roger II of Sicily.

The San Diego Maritime Museum and the *Midway* Aircraft Carrier Museum hosted the 8th Maritime Heritage Conference from 9 to 12 October. Over 300 individuals from a broad spectrum of maritime organi-

zations attended the conference that featured some 80 panels. Several of the panels on the *Midway* were organized by U.S. Navy Museum’s Karin Hill, who also serves as the education director for the Historic Naval Ships Association. The Naval Historical Foundation session featuring staff members David Winkler and Kirsten Arnold and volunteer interviewer Joseph Smith provided an overview on naval oral history.

Canada Honored for Pilot Training

In an arrangement that was facilitated by the Naval Historical Foundation, representatives of the Naval Reserve Association presented a bronze plaque last 1 September to Canada in appreciation for the training that a group of American aviators received from the Canadian Royal Flying Corps from July to November 1917. These young flyers later played a major role in establishing the aviation arm of the U.S. Navy and



helping form the Navy Reserve.

With America entering the war in April 1917, this group of 24 aspiring naval aviators was sent to Canada to be trained by the Royal Flying Corps. These would-be pilots found themselves at the University of Toronto, where they were quickly dubbed “the American Navy” by Canadian officers and enlisted men alike.

During July and August of that year, the young men also attended ground-school lectures and classes on the theoretical aspects of flying. In September, they were sent to Long Branch for temporary duty in tents, and then to more permanent housing at a flying school at Camp Rathbun in Deseronto. The following month they moved to Camp Borden for advanced flight instruction.

One of the challenges facing these American trainees was procuring winter uniforms to replace their lightweight summer khakis. On the basis of a rumor about the dress of naval aviation personnel in the States, they procured uniforms from a classmate from the Wanamaker store family. The bright green uniforms included a jacket with a distinctively British cut. When the trainees returned to the Boston Navy Yard in November 1917, American sailors took to calling them “a detachment of the Italian navy.”

One young aviator was James V. Forrestal, who went on to serve in Washington, D.C., with the Assistant Secretary of the Navy Franklin D. Roosevelt. Later, during World War II, President Roosevelt named Forrestal Secretary of the Navy and, subsequently, President Harry S. Truman promoted him to be the first Secretary of Defense. A fellow trainee, J. Sterling Halstead, wrote at the time: “Jim Forrestal, who was both capable and careful, at first found it exceeding difficult to make landings. He broke the back of one plane, demolished the under-carriage of another, and spoiled a third, fortunately without injury to himself. After that, he had no further difficulty.”

After additional duty to learn to fly seaplanes at Bay Shore and Hampton Roads Naval Air Stations in the United States, the young aviators went on to train other naval pilots in many locations, and to serve in England and France. Two of the group, an RAF bomber copilot and a Marine Corps fighter pilot, were killed in action. Each was awarded a Navy Cross. A third class member, assigned as a Seaplane copilot with duty patrolling the North Sea, was later awarded a Distinguished Service Medal for repeatedly attempting to retrieve the crew of a crashed seaplane.

This commemorative plaque was unveiled at the National Air Force Museum of Canada in Trenton, Ontario. Featured speakers included U.S. naval attaché Capt. Steven E. Luce and Naval Reserve Association Executive Director Rear Adm. Casey W. Coane. The plaque presentation was made by retired reserve Capt. David L. “Navy Dave” Woods.



News from the Naval Historical Center

Morison Scholarship: The Director of Naval History selected Cdr. James C. Rentfrow, USN, to receive the \$5,000 Rear Adm. Samuel Eliot Morison Naval History Scholarship, which is open to serving officers of the Navy and Marine Corps who are pursuing a graduate degree in history or a related field. Cdr. Rentfrow is completing a Ph.D. degree in history through the University of Maryland, College Park, Md. His studies focus on the Navy's technological development in the early 20th century. Cdr. Rentfrow is a U.S. Naval Academy graduate, Naval Flight Officer, and veteran of operations Southern Watch and Enduring Freedom. He is currently serving as the Combat Direction Center Officer on USS *John C. Stennis* (CVN 74).

Eller Prize Article: The Director of Naval History has awarded Stephen K. Stein, of the University of Memphis, the Rear Adm. Ernest M. Eller Prize in Naval History for a superlative article published in a professional journal during 2006. "The Greely Relief Expedition and the New Navy" appeared in the December 2006 issue of *The International Journal of Naval History*. Stein argued persuasively that the U.S. Navy's successful effort to rescue surviving members of a stranded Arctic expedition in the 1880s significantly improved Congress' evaluation of the Navy's professional com-

petence. That perception was instrumental in the 1890s development of the modern steel navy.

Receiving honorable mention in the competition was an article entitled "Naval Quarantine: Impervious to Epidemics of Virulent Disease," published in the July 2006 issue of the U.S. Naval Institute *Proceedings*. The authors, Thomas Luke, Timothy Halenkamp, and Edward Kilbane, Navy Medical Corps officers, used historical cases to show that those Navy commanding officers who enacted rigorous quarantine procedures on board their ships or shore bases during the Spanish flu outbreak of 1918 had great success in limiting the effects of that pandemic that killed millions of Americans.

The Naval Historical Foundation cosponsors the Eller Prize with the Naval Historical Center.

Pentagon Attack History: The Government Printing Office recently published *Pentagon 9/11*, compiled by the Historical Office of the Office of the Secretary of Defense (OSD). The work was coauthored by the OSD historian, Alfred Goldberg; Sarandis Papadopoulos, a professional staff member of the Naval Historical Center; and Dr. Goldberg's staff historians Diane Putney, Nancy Berlage, and Rebecca Welch. The comprehensive history documents the serious damage inflicted on the Pentagon building and the pain and suffering inflicted on its occupants on that terrible day in September 2001. It also documents the epic struggle of medical, fire, police, and other emergency personnel to succor survivors and restore the Defense Department to full function in the days and months after the devastating assault.

Naval History Seminar Program for 2008

Where: Each of the seminars will be held in the National Museum of the United States Navy, Bldg. 76, Washington Navy Yard, Washington,

D.C. For additional information on the program contact the Senior Historian, Naval Historical Center, Dr. Edward J. Marolda, at (202) 433-3940 or Edward.Marolda@navy.mil.

"Operation Deep Freeze and the IGY" by Dian Olson Belanger, independent historian and author of *Deep Freeze: The United States, the International Geophysical Year, and the Origins of Antarctica's Age of Science*. U.S. scientists, joining those of 11 other nations, probed the secrets of the ice and atmosphere in Antarctica 50 years ago (1957–1958) as part of a worldwide cooperative effort to understand the earth and its environment. The Navy—the only U.S. institution that could—supplied, transported, built, and maintained the infrastructure essential to life and work on the frozen desert. The success of this breakthrough pioneering inspired the Antarctic Treaty, which even now dedicates the polar continent to peaceful, international scientific pursuit. All this began in the depths of the Cold War. Belanger will be available to autograph copies of her book.

When: Noon–1:00 p.m. on Tuesday 15 January 2008

"You Can Be Black, and Navy Too," by Dr. John Darrell Sherwood, author of *Black Sailor, White Navy: Racial Unrest in the Fleet during the Vietnam War Era*. He will discuss the racial unrest that occurred on *Kitty Hawk*, *Constellation*, and numerous other ships and shore facilities during the early 1970s, and how the Navy responded to this racial polarization. Dr. Sherwood is also the author of *Afterburner: Naval Aviators and the Vietnam War*, *Fast Movers: Jet Pilots and the Vietnam Experience*, and *Officers in Flight Suits: The Story of American Air Force Fighter Pilots in Korea*. He will be available to autograph copies of his books.

When: Noon–1:00 p.m. on Tuesday 19 February 2008

"Latinas in Uniform: Hispanic Women in American Military History," by Dr. Robert Schneller, author of *Blue & Gold and Black: Racial Integration of the U.S. Naval*

Academy. He will discuss the role played by Hispanic women in America's armed forces throughout history. The lecture will focus on the personnel policies that enabled Hispanic women to serve, as well as on the biographies of several prominent individuals. Schneller is also the author of the forthcoming "*Damn the Torpedoes*": *Hispanics in U.S. Naval History* and seven other books on American naval history.

When: Noon–1:00 p.m. on Tuesday
18 March 2008

"Big Guns in War" by Norman Friedman, the author of *Naval Firepower: Battleship Guns and Gunnery in the Dreadnought Era* and numerous other books, including five editions of the *Naval Institute Guide to World Naval Weapon Systems*. He will discuss the way in which dramatically changing gunnery technology, coupled with other contemporary naval technologies (particularly torpedoes and command/control), shaped the great battles of the big-gun era, from Tsushima to Surigao Strait, including the major night actions in the Solomons. Dr. Friedman will also discuss the spread of advanced naval fire control technology from the United Kingdom before World War I to other navies, including the German and the Japanese, and how that spread was affected by Admiralty policies on naval procurement and technology transfer. Both topics have modern relevance, one to concepts of netted operations and the other to issues of military modernization in potentially hostile countries. The lecture and the book from which it is derived are based largely on recent research in archives in the United States, United Kingdom, and France.

When: Noon–1:00 p.m. on Tuesday
15 April 2008

"Hensel's Challenge" by Dr. George Billy, of the Merchant Marine Academy. He will discuss the history of USS *Swordfish* (SS-193) in World War II and, in particular, her unusual 10th war patrol. As commander of a submarine division in 1943, Capt. Karl G. Hensel

was not required to go on patrol. Yet, he surprised everyone by taking *Swordfish* to sea for her 10th war patrol. Hensel faced several challenges that cast doubt on the patrol's success. His stern personality and rigid attitude quickly alienated the crew. Also, *Swordfish* was displaying the ravages of nine previous patrols, and Japanese antisubmarine forces were becoming dangerously innovative and aggressive. Most of all, Hensel faced the challenge of never having gone on a wartime patrol. How he dealt with these challenges of command is a significant chapter in the *Swordfish* story.

When: Noon–1:00 p.m. on Tuesday
20 May 2008

"Stephen Decatur and the Formation of the Navy" by Robert Allison, author of *Stephen Decatur: American Naval Hero, 1779–1820*. He will discuss the life and legacy of Decatur, the youngest man ever to be appointed captain in the U.S. Navy. Decatur's legendary roles in the war against Tripoli (1801–1805) and in the War of 1812 were crucial to the young nation's well-being; his relationship with Robert Fulton led to the development of the world's first steam-powered warship; his years as administrator of the peace-time Navy and his understanding of American politics and culture were crucial to the Navy's survival. He will be available to autograph copies of his book.

When: Noon–1:00 p.m. on Tuesday
17 June 2008



Crowe Oral History Partially Completed

As noted on the back page of this edition of *Pull Together*, former Chairman of the Joint Chiefs of Staff, Adm. William J. Crowe, recently passed away and was memorialized in a service at the Naval Academy Chapel held on 31 October. Chairman of the U.S. Navy Memorial Foundation, Crowe had been a strong supporter of naval history and heritage. A long-time member of the Naval Historical Foundation, Crowe had supported the Cold War Gallery effort by volunteering to serve as a member of the capital campaign's honorary committee.

Because he understood the significance of his own career, Crowe contacted the Naval Historical Foundation about arranging for an oral history and he and another generous donor helped to defray the expenses associated with the research, transcription, editing, indexing, and its publication. Paul Stillwell conducted 16 interviews with the admiral and John Maloney transcribed 30 hours of interview captured on cassette tapes.

Unfortunately, on the day of the 16th interview last June, Adm. Crowe had to be taken to Bethesda Naval Hospital because of his deteriorating health. Thus his last interview ends in 1976 before his tour as Commander Middle East Force. Still, with several hundred pages of transcript detailing his earlier assignments and the people he interacted with, historians will have much to work with. To make the oral history available, Stillwell intends to work with the Crowe family to review the edited transcript and then work to publish the transcript for use by researchers. The final product is set to be available in 2009.

News from the Foundation



D.C. Navy Birthday Featured CNO

Again, with the National Capital Council of the Navy League of the United States, the Naval Historical Foundation sponsored the Navy Birthday Celebration in the national capital region at an event held on 19 October at the Hilton Mark Center hotel in Alexandria, Va. This year the Foundation capitalized on the centennial of the Great White Fleet to provide historical context for the event. Many of the over 500 attendees, for instance, were greeted by a special guest—with special relevance to the Navy League—a larger-than-life Theodore Roosevelt figure from the Washington Nationals baseball club.

The gala event provided a grand forum for the new Chief of Naval Operations, Adm. Gary Roughead, to remark on the Great White Fleet and other items of historical note, includ-

ing the recent awarding of a Medal of Honor to a Navy SEAL killed in action in Afghanistan. Next year the Great White Fleet may continue as a theme because the Navy's birthday will coincide with the historic visit of the battleship flotilla to Japan.

NHF Members Are Writing!

Marty Bollinger debunked the urban legend of a sighting of the Pearl Harbor attack force by a Soviet merchant ship in a feature article in the Fall 2007 *Naval War College Review*.

Continental Navy strategy was the topic of **Joseph F. Callo's** article titled "A Proof of Madness" in the October 2007 *Naval History*.

Rick Burgess wrote about the deactivation of VS-33 and VS-41 in the November–December 2007 issue of *Naval Aviation News*.

In his October 2007 *Naval History* "Birth of a Blockade" article, **Eugene B. Canfield** discussed

Samuel F. DuPont and the 1862 Union victory at Port Royal.

Truckbusters from Dogpatch is the catchy title of a new BelleAire Press book by **Tracy D. Conners** covering the 18th fighter-bomber wing during the Korean War.

Andrew C.A. Jampoler highlighted a 19th-century shipbuilder in his "Who Was Henry Eckford?" piece in the December 2007 *Naval History*.

Norman Polmar wrote about the *Midway* class aircraft carriers in his "Improving the Breed" feature for the October 2007 *Naval History*.

In "The Rebirth of the Fleet" **James R. Reckner** offered a discussion of the Great White Fleet in the December 2007 *Naval History*.

John G. Robinson wrote on "Pounding the Do Son Peninsula" in the August 2007 *Naval History*.

Third Foundation President Remembered

Adm. Joseph Strauss, who served as president of the Naval Historical Foundation during World War II, was remembered by his hometown of Mount Morris, N.Y., at a ceremony that took place on 11 November at the local high school.

Born in 1861, Strauss became an expert in the field of ordnance. Notable achievements included the founding of the Naval Surface Weapons Center, Indian Head, Md.; command of USS *Nevada*; and direction of the North Sea mine barrage effort during World War I. These and other accomplishments were highlighted in a talk given by Rear Adm. William C. Carlson (Ret.) who spoke on behalf of the Foundation and the Naval Historical



Vice Adm. Robert Dunn and his wife Claire pose with "Teddy."



Center. Other speakers included State Senator Catherine Young; State Assemblyman Daniel Burling; Town Supervisor Charles DiPasquale; Mayor of Mount Morris Harold Long; and the president of the USS Joseph Strauss Association (the association supported the memorial with a contribution of \$1,000).

Strauss' son Elliott retired as a rear admiral and served as chairman of the Naval Historical Foundation from 1985 until 1998. He passed away in 2003 at age 100.

Tales of the Office Manager

Imagine his surprise when Foundation office manager Yeoman Chief Frank Arre (Ret.) opened what he thought was another generous end-of-year donation from a Foundation member, and instead found a membership renewal form from Navy veteran Charles E. Burau. Renewals are expected and appreciated of course, but Mr. Burau was no longer in the Foundation's database—and the renewal form was dated 1989! Dutifully sending along his check for renewal, Mr. Burau wrote on the form, "Oops! Sorry I'm a little late." Contacted by Frank Arre, Mr. Burau, a veteran of World War II, explained that he had found the form in some old luggage and decided to send it in. In tribute to a loyal, if slightly late, member, the Foundation sent Mr. Burau a complimentary 2008 calendar so he could mark down his next renewal

date! This whimsical but true story illustrates an important fact: Your Foundation depends on dues and donations from dedicated and generous members to enable us to carry out the important naval history and heritage projects so vital to commemorating the service and sacrifice of generations of Sailors.

In addition to processing your generous monetary donations and membership renewals, Chief Arre continues to collect books from members for what is becoming a popular Washington Navy Yard event—the quarterly Naval Historical Foundation book sale. For information about donating books or the next sale date, contact the Chief at 202-678-4431 or e-mail him at farre@navyhistory.org. Also, for those who cannot purchase a Naval Historical Foundation 2008 calendar (featuring a Great White Fleet poster) through the Navy Museum Gift Shop's online website (www.navyhistory.org), contact Chief Arre and he can sell you copies from the limited front-office stock.



Foundation Executive Director Todd Creekman congratulates Utah teammates Chris Carpenter, John Bergquist, Ridley Heyrend, and Matt Miller and their teacher for winning the Naval Historical Foundation's special Naval History Prize at the June 2007 National History Day national contest held at the University of Maryland. The young men's outstanding group performance on "The Attack and Capture of U-505: A Treasure Submerged in Code" earned them the \$500 prize that accompanies the award and the thanks of the Foundation for their hard work on a naval heritage topic.



U.S. NAVY MUSEUM

www.navymuseumstore.com



THE HOLIDAYS ARE HERE

The U.S. Navy Museum Store has a ton of great gifts available this Holiday Season. With dozens of new items added to the store you'll be sure to find the perfect gift for the sailors on your list - and even something special for yourself.

Go to www.navymuseumstore.com to see all we have to offer from affordable ornaments and souvenirs to museum quality collectibles.



Season's Greetings

*Washington Navy Yard Winter Waterfront
by Comdr. Monica Allen, SS, USNR of NavHistGen V-FM 0615R.*